



Cottageville Elementary

PO Box 208

Cottageville, SC 29435

Grades	PK-5 Elementary School	
Enrollment	491 Students	
Principal	Tracey U. McDonald	843-835-5716
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Paul Haase	843-782-4510

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Below Average	Average
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

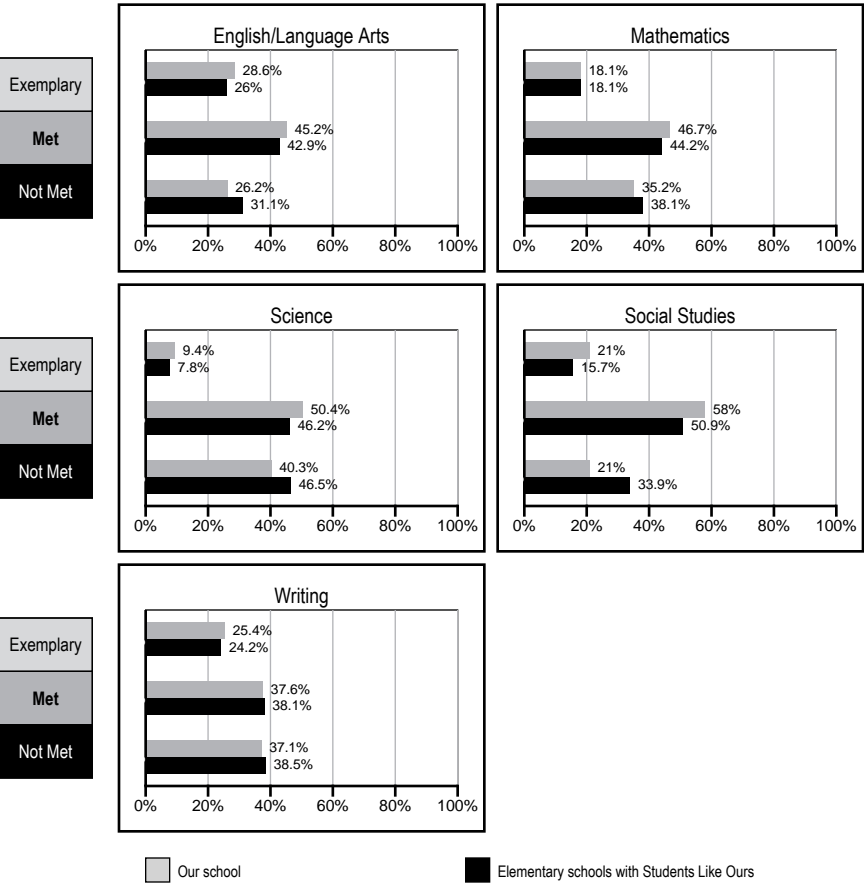
97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	89	40	11

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=491)				
First graders who attended full-day kindergarten	100.0%	Up from 90.0%	100.0%	100.0%
Retention rate	4.1%	Down from 5.5%	2.5%	1.9%
Attendance rate	95.9%	Up from 95.6%	96.1%	96.3%
Eligible for gifted and talented	6.9%	Up from 5.2%	5.5%	10.0%
With disabilities other than speech	10.8%	Up from 7.9%	8.6%	7.7%
Older than usual for grade	2.6%	Up from 0.4%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	34.5%	Down from 39.1%	56.3%	59.4%
Continuing contract teachers	65.5%	Down from 69.6%	74.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 5.9%	0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 85.2%	84.2%	85.9%
Teacher attendance rate	94.8%	Down from 95.0%	95.1%	95.1%
Average teacher salary*	\$41,953	Up 1.5%	\$45,575	\$47,149
Professional development days/teacher	3.5 days	Down from 15.0 days	11.0 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 16.6 to 1	17.8 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 87.7%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,364	Down 509.1%	\$7,977	\$7,458
Percent of expenditures for instruction**	65.6%	Down from 69.5%	68.5%	68.8%
Percent of expenditures for teacher salaries**	67.9%	Up from 61.7%	62.3%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Cottageville Elementary School serves the community as a pre-Kindergarten through fifth grade school. The school's student body consists of a diverse group of African-American, American Indian, Caucasian, and Hispanic children. The Cottageville area is one of the fastest growing areas in the county. Our new school opened in August 2008, and it will accommodate our needs for the coming years. It is filled with many of the latest technologically advanced elements that challenge all of our students. The school has become a vital part of the community.

The PTO, School Improvement Council, parent volunteers, town council, and local churches have expended their energies to make Cottageville Elementary a warm and inviting place where students are encouraged to reach their full potential. The dedicated teachers have embraced the Balanced Literacy model, the 4-Frames Math program, Explicit Direct Instruction, and the High Scope Pre-Kindergarten program in order to improve the students' reading, math, and social skills. A math and technology coach entered his fourth year of implementing cognitive coaching and inquiry-based teaching of math and technology. C.H.A.M.P.S. was used for the fourth year to promote and improve responsible discipline. Honor Roll students were treated to an assembly and given awards each nine weeks. We implemented SOAR Bucks for students to earn treats or buy time in citizenship parties at the end of each quarter as a reward for good citizenship. The guidance department created the SOAR Bucks store with donated items to use for the treats. Community donations of 6 bicycles were used in an end of the year drawing promoting perfect attendance. Volunteers set up a parenting room and staffed it with an outreach coordinator. She visited homes in the community with children from birth to 4 years old and brought the parents tips on helping their children learn. She also left manipulatives or games at each home. She ran classes at school and had a large selection of materials the parents could check out to help their younger children prepare for school.

Volunteers for the fifth year in a row donated more hours than any other school in the district. They ran Field Day, Relay for Life community service, Santa's Secret Gift Shop, and volunteered in classrooms. Volunteers also provided duty free lunch for teachers each quarter to show appreciation. Community service projects for our students this year consisted of collecting items for donation and our first Red Cross Blood Drive. We collected items commemorating the 100th day of school for homeless veterans and community food banks. The Red Cross Blood Drive was held during the spring. The Cottageville Elementary School Improvement Council introduced Project P.U.S.H.: "Parents Using Strategies to Help Students Succeed." The program was designed to establish and maintain a partnership between families, the community, and the school to assist in leading students toward a goal of educational excellence.

Karl Naugle, Principal
Stephanie Mosley, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	61	36
Percent satisfied with learning environment	85.0%	85.2%	86.1%
Percent satisfied with social and physical environment	95.0%	81.7%	83.3%
Percent satisfied with school-home relations	75.0%	81.7%	73.5%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI-DELAY

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	24.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	228	100	26.1	45	28.9	82.5	74.8	82.8	Yes	Yes
Gender										
Male	119	100	29.1	40	30.9	79.1	69.7	79.3	N/A	N/A
Female	109	100	22.8	50.5	26.7	86.1	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	135	100	19.7	45.9	34.4	86.1	82.3	89.5	Yes	Yes
African American	80	100	38.5	42.3	19.2	74.4	68.6	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	69.2	76.5	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	82.1	82.5	I/S	I/S
Disability Status										
Disabled	40	100	70.3	21.6	8.1	37.8	34.5	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	76.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	174	100	30.2	47.2	22.6	79.9	71.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	228	100	35.1	46.9	18	73.5	69	78.9	Yes	Yes
Gender										
Male	119	100	33.6	45.5	20.9	75.5	66.6	77	N/A	N/A
Female	109	100	36.6	48.5	14.9	71.3	71.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	135	100	27.9	50	22.1	80.3	77.8	87.2	Yes	Yes
African American	80	100	44.9	43.6	11.5	64.1	61.4	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	80.8	76	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	64.3	79.5	I/S	I/S
Disability Status										
Disabled	40	100	62.2	29.7	8.1	48.6	35.1	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	84.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	174	100	38.4	47.8	13.8	71.1	65.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	151	100	40.3	50.4	9.4	59.7	58.6	67.5
Gender								
Male	75	100	40.6	49.3	10.1	59.4	57.7	67
Female	76	100	40	51.4	8.6	60	59.5	68
Racial/Ethnic Group								
White	89	100	26.3	58.8	15	73.8	72.5	79.5
African American	55	100	60.4	37.7	1.9	39.6	48	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.5	84.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	59.5	60.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	60	71.2
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	28	22.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	68.1	59.6
Socio-Economic Status								
Subsided meals	116	100	44.8	46.7	8.6	55.2	52.9	55.1

Social Studies

All Students	149	100	20.9	58.3	20.9	79.1	66.9	72.3
Gender								
Male	79	100	17.8	60.3	21.9	82.2	65.5	71.5
Female	70	100	24.2	56.1	19.7	75.8	68.3	73.2
Racial/Ethnic Group								
White	90	100	14.5	62.7	22.9	85.5	74.5	80.7
African American	50	100	32.7	46.9	20.4	67.3	59.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	1	I/S	N/A	N/A	N/A	N/A	76.5	68
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	27	100	36	60	4	64	37.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	78.4	67.9
Socio-Economic Status								
Subsided meals	111	100	25.5	57.8	16.7	74.5	62.4	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	229	99.1	37.1	37.6	25.4	62.9	55.6	70.2	95.9	95.3
Gender										
Male	121	99.2	45.5	34.8	19.6	54.5	46.8	63.2	95.7	94.9
Female	108	99.1	27.7	40.6	31.7	72.3	64.3	77.5	96.1	95.7
Racial/Ethnic Group										
White	134	99.3	34.1	37.4	28.5	65.9	67.1	79.1	95.7	94.6
African American	82	100	45.6	36.7	17.7	54.4	46.5	57.6	96.7	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.5	86.2	95.8	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	48.1	62.6	94.3	95.4
American Indian/Alaskan	11	90.9	I/S	I/S	I/S	I/S	67.9	68.7	94.6	92.3
Disability Status										
Disabled	39	97.4	N/AV	N/AV	N/AV	14.3	16.8	26.1	95	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.1
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.6	61.2	97.1	96.3
Socio-Economic Status										
Subsidized meals	175	99.4	40.4	39.8	19.9	59.6	49.8	58.9	95.8	95.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	82	100	26.7	40	33.3	73.3
	4	72	100	20.9	53.7	25.4	79.1
	5	74	100	30.4	42	27.5	69.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	82	100	45.3	36	18.7	54.7
	4	72	100	20.9	56.7	22.4	79.1
	5	74	100	37.7	49.3	13	62.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	40	100	65.7	28.6	5.7	34.3
	4	72	100	23.9	64.2	11.9	76.1
	5	39	100	45.9	45.9	8.1	54.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	42	100	25	57.5	17.5	75
	4	72	100	7.5	64.2	28.4	92.5
	5	35	100	43.8	46.9	9.4	56.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	83	100	39	26	35.1	61
	4	72	100	33.8	44.1	22.1	66.2
	5	74	97.3	38.2	44.1	17.6	61.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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